

**THE RESEARCH FOUNDATION OF THE CITY UNIVERSITY OF NEW YORK**

**QUEENS COLLEGE**

**GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES**

**Marianne Cooper, D.L.S. Principal Investigator/Project Director**

**Final Narrative Report to the Institute of Museum and Library Services**

*May 2010*

**Project title: Archival Education at Queens College: Updating Knowledge Base, Planning and Curriculum Building 2008/09**

**BACKGROUND**

The Institute of Museum and Library Services (IMLS) awarded the CUNY Research Foundation, Queens College, Graduate School of Library and Information Studies (GSLIS) a one-year Laura Bush 21<sup>st</sup> Century Librarian Program Grant in the amount of \$99,999, effective September 1, 2008. Drs. Marianne Cooper and Benjamin Alexander served as Project Director and Co-Project Director, respectively. Original project dates were set from September 1, 2008 to August 31, 2009. Because by early August 2009 a relatively small amount of unspent funds still remained in the budget (\$4,809 in direct costs and \$1,371 in indirect costs), the Project Director requested a budget reallocation and a subsequent no-cost extension. This small change would allow additional foreign and domestic travel and introduce a new budget line for Marketing and Dissemination. IMLS granted a no-cost extension of 60 days until October 28, 2009, with final reports being due on January 28, 2010.

The need for a second extension request became clear when we learned that the original dates of Dr. Alexander's scheduled trip to England and Scotland were changed from late October to the first week of November, 2009. Since the grant's closing date was October 28, his trip without the extension would have been cancelled because the requisite funds would have become unavailable. A 60-day no-cost extension was granted again and the new project closing date became December 31, 2009, with final reports due on March 31, 2010.

Unexpectedly, Marianne Cooper suffered a fracture of one of her vertebrae in early March and the resulting horrific pain made it necessary for her to undergo spinal surgery on March 24<sup>th</sup>. Consequently, a third extension had to be requested and was granted until May 31, 2010 for submission of the Final Reports. Dr. Cooper is back at Queens College, feeling much better, and has resumed all her activities and responsibilities.

## HISTORY

The GSLIS' engagement with archives and manuscripts dates to the mid-1970s when our first course in this field was introduced. In time, courses in library conservation and preservation, and records management were added to the original *Archives and Manuscripts*. While the material covered in these courses kept up with the changing times, technologies and practices, they had remained primarily paper-centric through the 20th century.

The introduction of a 12-credit New York State registered *Certificate in Archives, Records Management and Preservation* in 2004/05 was a response, in part, to an increasing demand from our various constituencies, including potential students, employers, and alumni for an additional credential in the information field. Moreover, it was also the culmination of an evolutionary process and represented the School's recognition of the importance of a formalized archival education in the new century. Clearly, library/information science programs had an important role to play in this process, superseding earlier belief and practice that the discipline of history was the rightful center for archival education.

In addition to the three courses described above, a 150-hour 3-credit supervised *Internship* course also became part of the *Certificate* requirements. Thus, it was assured that students combined theoretical classroom learning with hands-on practical experience. Depending on their interests, individuals could receive placement in either paper or in the evolving digital environments.

The above listed four courses constituted the core (required) component of the *Certificate*, supplemented by a group of four electives that included *Organization and Management*, *Introduction to Metadata*, *Development of Books and Printing* and *Digital Libraries*. *Digital Imaging* was first offered after the official introduction of the *Certificate* and consequently could not be included among its requirements. However, based on faculty recommendation, it has become popular among students specializing in archives. Popularity is reflected through the two course sections that are being offered each semester.

Queens College operates a large MLS program, attended by over 500 students, 10 percent of whom are full-time and the rest part-time. The *Certificate* was designed as an integral component of, not an add-on to, the 36-credit MLS degree program, enabling interested students to graduate with two credentials simultaneously. Popularity of the *Certificate* as an additional credential and the popularity of its individual component courses have steadily been increasing over time. For example, we have regularly been offering two sections of each of *Archives and Manuscripts* and *Conservation and Preservation* during the past three years. At Commencement in late May, 38 GSLIS graduates will receive both their MLS degrees and the *Certificates in Archives, Records Management and Preservation*.

## **PROJECT GOALS AND METHODOLOGIES**

The project's stated goals were to review the GSLIS' archives curriculum and the rationale and value of the certificate program, and to determine the strategies for infusing new depth and breadth into the program. We needed to assess how our curriculum compared with those of our peers with regard to incorporating emerging theories, concepts and technologies. The investigators paid special attention to ascertaining the extent of coverage of digital developments, e.g., preservation and curation, to determine their possible future role and place in the Queens College curriculum. Thus, to obtain a wide angle view of the current archives, manuscripts and special collections scene, we decided to consult and interact with various segments of this population, including outside experts, stake holders, potential employers, internship site supervisors and alumni, and to attend important conferences. We expected this approach to help the School determine the future direction it wished to take regarding its archives curriculum and to provide a strategy to get there, while preserving the basic values and theories of the field. It, in fact, did accomplish this.

At the outset, we embarked on a multi-faceted approach to establish a baseline for the current state of archival education and practice both in the U.S. and internationally. Determining Queens College's place among the universe of institutions offering archival programs became the first step in this process. Therefore, offerings of all fifty-five ALA-accredited Master's programs and those offered by history departments at various US and international institutions were carefully reviewed. In the latter group only three were deemed of interest to this project: those of New York University, the University of Manitoba and the University of Western Washington. Additionally, we established contact with the University of Glasgow and with University College London's archives programs, two institutions also engaged in revitalizing their offerings for the 21<sup>st</sup> Century. Dr. Alexander visited both campuses and gave lectures on how, with the support from IMLS, we were developing a new curriculum.

By analyzing offerings of a wide variety of institutions, we intended to identify curricular foci and established practices, similarities and differences between the various programs, both i/library school and history department based, and to ascertain the extent to which emerging trends in the field were being incorporated into their curricula. Awards made to institutions by IMLS in this subject area, broadly defined, were also surveyed. We needed to learn of relevant planned curricular innovations and the evolutionary changes being brought about by such factors as the availability of new technologies and tools, and the demands in the market place. Additionally, conversations were held with faculty members from institutions heavily invested in developing new digital approaches to educating future professionals. The Preservation Education Curriculum of the Northeast Document Conservation Center was also examined for the variety and currency of its offerings.

A great deal of curricular similarity had been observed among several of the programs examined and in many respects they were not unlike the one offered at Queens College.

They contained the traditional fare with a sprinkling of newer developments, including courses in metadata, digital libraries, and digital imaging. It has primarily been within the large Ph.D.-granting institutions, including UCLA, University of Illinois, University of Michigan, University of North Carolina – Chapel Hill, University of Pittsburgh, and the University of Texas where the innovative master's programs have traditionally originated; this trend seemed to be continuing. IMLS support they received had been spurring this movement to focus critical thinking on digital curation, curricular innovations, internships and specialized doctoral-level education.

A two-pronged approach to learning about changes and developments in the practice side of the field was developed. To ascertain the extent to which collections have become digital and how these repositories were curated and preserved, we conducted personal interviews with selected representatives of large New York institutions, including Columbia University, the New York Public Library, the New York Times and New York University.

We also formed an external five-person Advisory Committee, composed of experienced professionals in the field within the Metropolitan New York area. Selection of membership was guided by several parameters, including diversity of background, content of current position, place/type of employment, the desire to have representation of both academicians and practitioners, and individual availability and willingness to serve. This was a tall order to fill and we achieved spectacular results. Accordingly, membership consisted of Maria Oldal (a Queens College alum), Head of Cataloging and Database Maintenance at the Morgan Library and Museum; Robert Sink, Chief Archivist (retired), Center for Jewish History; William Stingone, Vice President for Archives and Manuscripts, the New York Public Library; Peter Wosh, Director, Archives/Public History Program, History Department, New York University; and Deborah Wythe, Head of Digital Collections and Services, the Brooklyn Museum. The group held four very productive meetings during the year.

A four-person Queens College Faculty Advisory Committee was also created to provide guidance and on-going project assessment within our institutional context. Membership consisted of Professors Virgil Blake (Director of the GSLIS), Colleen Cool (Associate Professor, GSLIS), Donald Scott (Professor, History Department and Former Dean of the Faculty of Social Sciences), and Karen P. Smith (Professor, GSLIS). Because of the diversity of backgrounds, professional activities and opinions each participant brought to the Committee, conversations were lively, thought-provoking and helpful. The fourth and last meeting of each group brought them together for a lively and productive idea exchange and discussion of such topics as the value of re-designing existing academic programs, the future of archival education, the importance of internships, the role and place of digital preservation and curation in the evolving curriculum; and the evolving shape of the present and foreseeable future where paper and digital archives co-exist.

Because we already had a group of graduates holding the *Certificate* who were gainfully employed, clearly this was an additional invaluable source of information to be tapped. We invited five of them to participate in a focus group discussion about their evolving

careers and the role the *Certificate* had played in their professional lives. Of those present, two were employed in different divisions of the New York Public Library, one worked in a medium size museum, one in an animation studio, and one was employed by a military contractor. Each of them was engaged in professional activities closely tied to what would be considered, digital and traditional archival work.

We asked them to share their experiences and viewpoints about their graduate education at Queens College. The following broad topics were discussed. With today's hindsight, would you specialize in archival studies again? How helpful have the four required courses been to you? If you had the opportunity, what, if anything, would you change, add, or eliminate from the total program? Would you recommend the program to friends? Would you repeat the program? To what extent has the *Certificate* contributed to your employability? Does the *Certificate* have a measurable market value, in your opinion?

Their answers provided an interesting window into the thinking of recent graduates. Discussion of the changing technology scene and possible methods of keeping current took center stage among the topics. Attendees felt that the GSLIS needs to consider offering continuing education courses/workshops in addition to offering the *Certificate*. If they had to do it over again, all of them would still choose to become archivists, would attend Queens College, and would recommend the School to friends. They would change the curriculum to include all current developments and newly established practices. But they realized, of course, that we were already working on that. They believe that the *Certificate* increased their chances for employment because the additional credential indicates additional specialized education that many employers value. It also has measurable market value because it separates its holders from the generalists, and employers seem to be willing to provide additional compensation along with additional responsibilities.

Meeting with these folks was invaluable in our information seeking process. It gave us additional ideas for shaping the curriculum, ideas that originated from our alumni who are now valued professionals in the field. Focus group meetings will continue in the future and undoubtedly become an essential component in the ongoing evaluation of the revised program.

Richard J. Cox of the University of Pittsburgh was retained as the external evaluator for the project. He was asked to review the existing *Certificate*, its philosophy and the existing component courses as well as its proposed revisions along with the proposed new courses and proposed revisions of those already being taught. He spent one day with us in New York, during which time he met with Drs. Cooper and Alexander in the morning and the External Advisory Committee in the afternoon.

Both meetings were helpful in that his comments related directly to the tasks at hand and indicated that, in his view, we were on the right track. Idea exchanges among members of the Advisory Committee, Dr Cox and Drs. Cooper and Alexander covered many issues of current interest, including digital curation, the state of digital preservation, internships,

and the increased interest in archival education and practice. Dr. Cox's brief report is attached as Appendix 1.

## **THE LEARNING CURVE AND EXPERIENCES ENCOUNTERED**

Interviews with professionals in a carefully selected small diverse sample of institutions revealed a variety of approaches to their treatment of archives and manuscript collections. Digital and paper collections currently coexist but the growing importance of digitization is clear. New technology based positions are moving into the domain of archivists, records managers and special collections librarians.

Probably the most radical institutional transformation we found was the one taking place at the New York Public Library (NYPL). Clearly, a new institutional vision was created and a new organizational structure to support it was put in place. All activities involving digitization, digital collections and preservation are now managed by a Director of Digital Strategy and Scholarship, a position created within the recent past. In a similar manner, all archives and manuscripts departments throughout the system now report to a Vice President. Centralization and streamlining seem to be the key words. Since NYPL has agreed to partner with Queens College for the placement of interns, this is an important development for us. The President of the Library, who was instrumental in introducing the new vision and initiated the still ongoing reorganization, has recently announced his retirement. Also, the Executive Director of the Library was appointed Archivist of the United States not long ago, signaling new thinking on the horizon. Undoubtedly, many important changes will result from these and other future personnel shifts, affecting both individual institutions and the larger world of libraries, archives, and information centers.

Talking to representatives of two very different large educational institutions (Columbia University and New York University) revealed their heavy involvement with digitization and digital preservation. Both are working on digitizing materials in various media on a project-by-project basis but very little is being currently done with the management and preservation of digitally born materials. Both believe that digital curation is in its infancy and are reluctant to prognosticate about its future in their institutions.

The goals of a for-profit media corporation operating in a highly competitive environment differ sharply from those of the institutions discussed above. The New York Times has been digitally produced for quite some time and early archival materials have been digitized. Their large database allows the company to derive and aggressively market various byproducts, e.g., pictures, to various segments of the public who need and want them. It seemed obvious to us that finding out the whys and wherefores of this operation was important to our fact-finding mission. The person we interviewed, the Vice President for Product Management and Development, manages a modern high-tech shop. It is his mandate to create products for the public's use while simultaneously contributing to the company's profit margins. Publishers, schools, the broadcast media

and other organizations and individuals involved with history and current events form the Company's customer base.

Discussions with the external Advisory Committee focused on curricular issues, both theoretical and practical. A wide range of topics was covered including:

- what constitutes an archive and/or manuscript repository
- what should an archives and manuscripts course cover
- what forms the core of archival education
- the place of records management in the core
- the relationship between institutional archives and records management
- the role and place of IT in the world of archives, manuscripts and special collections
- whether a preservation course, paper, digital or both needs to be required in an academic archives specialization program
- the relationship between cataloging, metadata, archival description and finding aids
- the importance of project management
- the purpose and essence of an internship

There were lively and often passionate conversations bringing forth strongly held personal and professional views. Committee members requested and received copies of pertinent course syllabi which they subsequently analyzed and critiqued. Based on their review, specific recommendations were made about adding new courses and broadening the scope of existing ones. Several of these have been incorporated in the revisions.

Concerns of the Queens College Faculty Advisory Committee differed considerably from those of the external Advisory group. Understanding the nature of possible upcoming course revisions and expansion of the *Certificate* program, their discussions shifted to questions of impact and implementation. To what extent would the proposed revisions impact the GSLIS curriculum overall and the School's operations? Would the MLS program as a whole, and the other *Certificate* programs the School offers, be affected? Would there be changes in the size of the overall GSLIS and archives specialization enrollments? Would hiring additional faculty and securing additional resources become necessary? How would course scheduling and other administrative factors need to be altered? These issues are important for program management, especially in an environment where a large portion of the population attends part-time. The work of these two Committees complemented each other well and helped as preparations for the future moved forward.

## **PROJECT FINDINGS AND OUTCOMES:**

### **The Revised Curriculum and the New and Expanded Certificate**

We collected a great deal of information from divergent sources regarding the current state of archival theory and practice. This material needed to be understood and organized in a fashion that made sense within the Queens College academic and

administrative environment and culture. The multi-pronged process of discovery we elected to follow made it clear that while in some respects our archives program was exactly in the “middle of the pack,” in others it was somewhat behind the curve and definitely needed to be rethought with respect to its philosophy, currency, and use of technology. We needed to identify the developmental and contextual changes necessary, and plan revisions that made both theoretical and practical sense. Then, the process of re-visioning an existing certificate program, and rethinking the curriculum could begin.

Accordingly, reflecting an important change in philosophy and program emphasis, the *Certificate* was renamed, the number of required credits for its completion increased, two new courses introduced, one course removed from the requirements and one course removed entirely from the list of electives. Additionally, three course titles and corresponding course content were also changed and updated. The new name became: *Certificate in Archives and the Preservation of Cultural Materials*. The introduction of “Preservation” into the title signifies the new path the GSLIS is taking with its program. The previous title, as noted earlier and still in use, was *Certificate in Archives, Records Management, and Preservation*. The decision to remove *Records Management* from both the title and the course from the roster of requirements is an important one. It was determined that records related matters in the future would be covered in the broad context of institutional archives and, consequently, the separate *Records Management* course would become a regularly scheduled elective.

The following five courses, fifteen credits (an increase from four courses and twelve credits) are now required for the specialization: *Archival Appraisal, Arrangement, and Description* (new course), *Archives, Manuscripts and the Shapes of Material History* (revised title and content), *Preservation of Cultural Heritage Materials* (revised title and content), *Digital Preservation* (new course), and *Internship*. Both of the two new courses have been launched: *Digital Preservation* was first offered in Fall 2009 and scheduled again for Fall 2010, taught by an adjunct instructor employed by the Morgan Library in New York City. *Archival Appraisal* is currently (Spring 2010) being taught for the first time by Dr. Benjamin Alexander and is on the rotation again for Spring 2011.

Five recommended courses, fifteen credits, (an increase from four courses and twelve credits) round out the curriculum. They include: *Introduction to Metadata, From Manuscript to E-Book: Studies in Print Culture* (revised title and content), *Records Management, Digital Libraries, and Digital Imaging*. *Organization and Management* was removed from the original roster and replaced by *Records Management*. All of them are popular and remain fully subscribed. The new *Certificate Brochure* and *Certificate Course Descriptions* can be seen as Attachments 2 and 3.

The Internship course has been a mainstay of GSLIS offerings for quite some time. Dr. Cooper has been its primary instructor. During the past several years, it has undergone important changes both in terms size of enrollment, structure, course content, and number of hours required on site and in class. The structure combines site work with regularly scheduled class attendance six times a term, class assignments, and Queens College as well as site supervision and assessment. Students spend 150 hours in an unpaid,

professionally supervised position where mutually acceptable goals and objectives are established in an “Action Plan” at the start of the semester by supervisor and student jointly. Subsequently, this is vetted by the course instructor and becomes the on-site guide for all activities to be performed by the student.

As one form of evaluation, each student is visited on site once during the term by an adjunct faculty member who observes him/her in action, and has a conversation with both supervisor and student about the site, responsibilities and quality of performance. Discussions are guided by the “Action Plan”. The course instructor receives a very valuable report on each visit at the end of the semester. This feedback provides independent quality control as the School learns how its “products” are viewed by host sites that often morph into employment sites. Many supervisors repeatedly request interns from the School thus registering their general satisfaction with Queens College intern performance. Students also receive direct oral and written evaluations from site supervisors twice during the semester: mid-term and final reviews, supported by an “exit interview” at the end also. The course instructor evaluates class projects, the final paper and journal and the deliverable(s), e.g., a finding aid, prepared by the student during the course of the internship. Based on all the above factors, she assigns the final grade.

Class size has dramatically increased over time. Currently, 37 archives students are completing internships in a wide array of institutions that include Columbia University, Museum of Natural History, NYPL and the Metropolitan Opera House. Because of her excellent performance on site, newly acquired archival knowledge and skills, and music background, the student working at the Met in its Music Library, was recommended to Renee Fleming, world re-known soprano, to become her private librarian/archivist. She subsequently was offered and accepted the position.

As another example of archives student accomplishment, see a recent email below.

*Hi Dr. Cooper,  
I thought you might be interested to know that my inaugural blog post (from my internship) is now live on the NYPL's website:  
<http://www.nypl.org/blog/2010/05/21/womens-prison-association-records>. The finding aid I created will be up on the catalog and AMAT soon, and will link to the post when it's ready.  
Best, Angela*

Archival Internship Sites for Spring 2009 and Spring 2010 are Attachment 3. In a separate section of the Internship course, 28 additional students are completing work in school library/ media centers, and in public, academic and special libraries, bringing the total number of GSLIS students engaged in various internships to 68 this semester.

It took approximately a year to obtain approvals for the above discussed curricular program changes. New brochure is attached. In addition to the GSLIS Curriculum Committee, two additional Queens College bodies, the City University of New York's Board of Trustees and the New York State Department of Education all had to pass on them. Consequently, the revised *Certificate* officially was introduced in the current

Spring 2010 semester. To ease administrative matters, the new 15-credit program requirement will only affect those students who matriculated in the current semester and those matriculating from here on in the future. There will be no grandfathering of anyone. Thus, for about three to four semesters the two programs will run concurrently, with the first one eventually being phased out.

## NOTABLE SUCCESSES AND CHALLENGES

Getting all approvals in place is a big success story in and of itself. It was a challenge to assure that we had an air tight case while answering the various questions that arose during the year-long process.

Important and interesting educational and institutional changes resulted directly from and coincided with the GSLIS receipt of the IMLS grant. Faculty members with differing but related interests began to discuss ways in which they could cooperate in support of the archives program. Thus, prior to the introduction of the new *Digital Preservation* course, for example, a meeting took place between the adjunct who would teach the course in Fall 2009, two faculty members teaching various technology related courses, including *Digital Imaging* and XML programming for Metadata, and Marianne Cooper, the Principal Investigator of the project. The purpose was to determine what topics the new course would cover and how these would tie in with other courses in which they were also included. While coverage of a topic relevant to several courses is unavoidable and often desirable to demonstrate relationships, we wanted to avoid extensive overlap and duplication. The discussion during the meeting was intellectually stimulating, brought together full and part-time faculty in the interest of enriching student learning, and produced a clearer understanding of course content and structure. Also, it was a significant departure from previous practice.

Resulting from conversations between the School's faculty course coordinator for *Fundamentals of Library and Information Science*, one of the required core courses in the MLS program, Marianne Cooper gave guest-lectures in four sections of the course during Fall 2009. The topics of archives, special collections, preservation, and the relationship between libraries and archives were previously untouched by this or any other course in the program. Surely, the time had come to remedy this omission and at the same time to also introduce the new *Certificate* and its components to new students. Instructors subsequently provided very positive feedback regarding interest and enthusiasm from those participating in the lectures. The idea of developing these lectures originated from discussions with the external Advisory Committee. Instructors of the different sections requested the lecture for the Spring 2010 semester also, indicating that it had a positive impact. And this is how a new tradition received its start.

As discussed earlier, we created two new courses as a direct result of the Grant. Because of lack of full-time faculty strength, for now *Digital Preservation* is being taught by an excellent adjunct instructor. Dr. Alexander created and taught *Archival Appraisal, Arrangement and Access* for the first time in Spring 2010. The course adds an advanced

archival perspective to the curriculum, emphasizing how 21<sup>st</sup> century technologies, including EAD and Archivists Tool Kit, provide vital and more dynamic descriptive and access tools and opportunities. Again, discussions with the external Advisory Committee played a major role in the decision to develop this course.

The in-depth examination of the curriculum identified several administrative and financial issues closely related to the program. As the archives and preservation program evolves into an important component of GSLIS offerings, a plan identifying future faculty, technology and overall financial needs will have to be developed. Faculty strength is paramount among these factors. Currently, Dr. Alexander is the sole full-time faculty member devoted to archival studies. As the State of New York, and most other States, faces hard financial times, the Governor is cutting budgets, proposes furloughs and/or lay-offs, funding will be a major challenge for both the immediate and long-term future. Thus, adjuncts will have to remain a major part of total faculty strength for the foreseeable future.

Following receipt of the Grant, Dr. Alexander was appointed Head of the Department of Special Collections and Archives of the Queens College Library. This is a new position and signifies the establishment of a new relationship between the GSLIS and the Libraries. As part of this additional assignment, Dr. Alexander created the Special Collections Fellows Program for promising archives students from the GSLIS. Students are selected through an application process, reviewed by a joint GSLIS/Library Committee, and spend one semester working in the Special Collections Department performing various archival functions. The purpose of the program is to offer outstanding students mentoring and exposure to the dynamic needs and concerns of the 21st century archive. This program is a natural extension of the curricular revaluations we carried out with support from the IMLS Grant. It is, however, completely separate and apart from the Internship course. Program notes and listing of current participating fellows from a recent celebratory event, as well as the Department's Newsletter are attachment 5 and 6, respectively.

One of the most significant collections being assembled by the new Special Collections Department is the Civil Rights Archive. Queens College has had a strong connection to the Movement through many of its alumni who worked in voter registration drives, taught and participated in various related activities in the South and in the New York area. In fact, three students were shot and killed by the KKK in Mississippi in 1964. Surviving alumni have begun donating their private collections from the era and the College is making a concerted effort to acquire additional materials. In fact, Congressman John Lewis, speaker at the 2009 Commencement, viewed and was quite impressed with an exhibit created by Ben Alexander and some of the Fellows, devoted to the Movement.

Previously, we discussed GSLIS faculty's curricular cooperation, resulting directly from the Grant. There is yet another one to report that began this semester and is expected to continue in the future. In some respect, it is even more interesting than the one previously reported. The project involved both students and faculty and it aimed to build a pilot digital archive for the burgeoning civil right collection. Under GSLIS faculty

supervision, two students of Professor K.B. Ng took on technical/programming responsibilities and a Special Collections Fellow, under Dr. Alexander's direction, provided the archival expertise. The two groups collaborated on the development of a metadata schema which was then tested on a small representative sample collection that was being digitized. An enormous amount of learning took place on the part of both faculty and students. Success was achieved and expectations are that activities will continue during future semesters with a new group of students/fellows.

## **FINAL THOUGHTS**

IMLS support allowed us to carry out a broad curricular review and critical assessment of the role and place of 21<sup>st</sup> century archival education in the Queens College MLS program. Our chosen path of inquiry required that we gather information from a wide variety of sources to identify new developments from the theoretical/academic as well as the professional/practical side of the discipline. We did a great deal of research and met many of the field's "movers and shakers" at conferences and through individual interviews. Our project consultant, alumni and the outstanding members of both Advisory Committees were very helpful in assuring that we asked the right questions and in the end identified the direction most appropriate for the GSLIS.

The end result is that we met our primary goal of revising the curriculum and the *Certificate* program. Moreover, we also gained additional side benefits, such as new types of faculty collaboration to promote student learning, and a collaborative program between the Queens College Library and the GSLIS. This is already benefiting students and the prospects for additional future activities are excellent. Clearly, the Grant is impacting many constituencies of the GSLIS, the field in general, and Queens College as a whole. So, where do we go from here? The New York Metropolitan region is one of the country's most ethnically, racially, nationally and linguistically diverse areas in stark contrast to the demographics of the archives profession. Thus, recruiting and educating members of various minorities to become 21<sup>st</sup> century librarian/archivists would greatly benefit the profession as a whole. With additional support from IMLS this could become a reality.

## **DISSEMINATION AND PUBLICITY FOR GRANT RELATED MATTERS**

The Grant was announced in the following venues:

GSLIS webpage "News" section. URL:

<http://qcpages.qc.edu/GSLIS/>

Queens College Faculty & Staff News *FYI* November 2008 URL:

[www.qc.cuny.edu/nis/FYI\\_NOVO8.pdf](http://www.qc.cuny.edu/nis/FYI_NOVO8.pdf)

METRO (Metropolitan New York Cooperative Library Agency) News Bulletin, April 2009.

Award Number: RE-01-08-0044-08

Queens College, CUNY. Graduate School of Library and Information Studies.  
*Certificate in Archives and Preservation of Cultural Materials*. Brochure.

Society of American Archivists. *Education Directory*. GSLIS Listing.

## **RECENT CONFERENCE ATTENDANCE AND PRESENTATIONS BENJAMIN ALEXANDER**

February 3, 2010. *Metadata and all that*. Invited Lecture, University of Glasgow delivered via video feed.

November 5, 2009. Lecture to Graduate Archival Seminar, University College London. *The Palimpsest in the 21<sup>st</sup> Century*.

November 2 - 3, 2009. Invited lectures, University of Glasgow.  
*The Nature of the Palimpsest: From Archimedes to Kindle*  
*The Future of Archival Education*

October 29 - 31, 2009. MARAC (mid-Atlantic Regional Archives Conference) Jersey City, New Jersey. Invited panelist, *Change Begets Change: The Future of Archival Education*

December 2008. The 4th International Digital Curation Conference. Edinburgh, UK.

August 2008. *ICHORA-4 (Fourth International Conference on the History of Records and Archives)*, The University of Western Australia, Perth.  
*Communities and their Archives: Documenting and Sustaining Memory*

July 2008. *Archive Fervour / Archive Fever*, The University of Wales, Aberystwyth.  
*"Forty or so Acres": The Archive and the Formation of Literary Intention*

## **RECENT CONFERENCE ATTENDANCE MARIANNE COOPER**

August 11 - 15, 2009 SAA Annual Conference, Austin, Texas

August 6, 2009 Digital Preservation Symposium, Center for Jewish History, New York City

April 1 – 3, 2009 DigCCurr 2009: Digital Curation, Practice, Promise and Prospects. Chapel Hill, NC

December 1 - 3, 2008 4<sup>th</sup> Digital Curation Conference, Edinburgh, Scotland

Award Number: RE-01-08-0044-08

## **ACKNOWLEDGEMENTS**

We wish to thank the Institute of Museum and Library Services for Grant Award RE-01-08-0044-08 that allowed us to review and revise our archives curriculum and the *Archives Certificate* program. In particular, we much appreciated the help and encouragement received from Kevin Cherry and Charles Thomas.

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Sincerely,

Marianne Cooper, DLS, PI  
and  
Benjamin Alexander. PhD, Co-PI